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ABSTRACT

This annotated bibliography identifies a range of resources, available in most academic libraries, which pertain to the art and craft of college and university teaching. Many of the key works of the past decade are included along with some valuable older items. Section I lists 22 questions keyed to sources in the bibliography to assist the user. Section II is a bibliography of 41 items that date from 1956 through 1990. Section III lists indexes, journals, and books that can assist in finding additional information. (JB)

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RAMSEY RESOURCES

EXCELLENCE IN COLLEGE AND UNIVERSITY TEACHING:
A Guide to Resources

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Excellent teaching is an art (and a craft). Acquired skills derived from continuous learning and attention to particulars bring any art or craft to its greatest height. This annotated guide identifies a range of resources available in most academic libraries which pertain to the art and craft of college and university teaching. Many of the key works of the past decade are included here along with some valuable older items. Whether a seasoned professor or a beginning instructor, all can benefit from the proven and practical teaching strategies and techniques and the reports of recent research on teaching (the particulars of the craft) found in these sources. If taken seriously, enhanced teaching effectiveness, a new vitality in the classroom, and improvements in the quality of student learning experiences will be the outcome.

Contents

I. Questions pertinent to Teaching Improvement (keyed to sources listed in the annotated bibliography)

II. Annotated bibliography of key sources covering college and university teaching

III. Finding Additional books and journal articles

by Malcolm E. Blowers
Professor/University Librarian

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I. Questions Pertinent to Teaching Improvement (Keyed to Sources Listed in the Following Bibliography)

1. Mr. Chips had a teaching style. What is mine?
   #13
   #40 (Chapter 3)

2. How do I plan a new course or program?
   #12
   #15 (Chapter 2)
   #17 (Chapter 10)
   #23 (Chapter 7)
   #25 (Chapter 2)
   #28 (Chapter 5)
   #29 (Chapter 1)
   #36

3. What is essential to include in my course syllabus or Student Manual?
   #1
   #12 (Chapter 9)
   #24

4. What constitutes effective teaching?
   #13
   #17 (Chapter 11)
   #23 (Chapter 1)
   #33
   #34 (Chapter 1)
   #39 (Chapter 2 & 3)
   #40 (Chapter 10)

5. How can I use the first day or week of class to create positive student expectations for the rest of the semester?
   # 2 (Chapter 2)
   #14 (Chapter 5)
   #25 (Chapter 3)
   #30
   #32
   #30
   #32

6. How can I motivate my students?
   # 9 (Chapter 9)
   #14 (Chapter 15)
   #15 (Chapter 4)
   #17 (Chapters 3 & 4)
   #21 (Chapter 4)
   #25 (Chapter 23)
   #35 (Chapter 5)

7. How can I as a Department Chair improve the quality of teaching in my academic area?
   #11
   #20 (especially Chapter 4)

8. How can I improve my student grading practices, reinforce student efforts and not create grade inflation?

#2 (Chapter 8)
#3 (Chapter 7) #14 (Chapter 13)
#9 (Chapter 8) #26

9. What makes a lecture effective?

#2 (Chapter 3) #22 (Chapter 2)
#4 (Chapter 1) #22 (Chapter 7)
#6 (Chapters 2-3) #23 (Chapters 4-5)
#11 (Chapter 2) #25 (Chapter 7)
#14 (Chapter 6) #29 (Chapter 2)

10. What are some alternatives to lecturing?

#4 #16
#6 (Chapter 6) #23 (Chapter 6)
#9 (Chapters 1-4) #25

11. What are some effective strategies for leading discussion?

#14 (Chapter 7)
#23 (Chapter 6)
#25 (Chapters 4 & 5)
#29 (Chapter 3)

12. How can I use collaborative learning?

9 (Chapter 2)

13. How can I more actively involve students in learning?

#4 #17 (Chapter 6)
#11 (Chapters 3 - 5) #27 (pg. 28 ff)
#14 (Chapter 3) #37 (Chapter 5)
#16

14. How can class or examination questioning be developed to reflect course purposes and achieve different levels of educational goals?

2 (Chapter 4)
#29 (Chapter 4)
#36

15. How can I improve my assessment of student learning?

#2 (Chapter 8) #23 (Chapter 9)
#3 #28 (Chapter 6)
#9 (Chapter 6) #29 (Chapter 4)
#14 (Chapters 12-13) #35 (Chapter VII)
#15 (Chapter 9)
#17 (Chapter 7)

16. What is the teaching/learning value of timely notification of student performance on papers and exams?
    #26

17. How can I handle classroom issues (cheating, confrontations, students who dominate discussion or are shy and retiring)?
    #14 (Chapter 14)

18. How can I help my students learn?
    #6 (Chapter 8) #22 (Chapter 3)
    #9 (Chapter 7) #28 (Chapter 8)
    #11 (Chapter 8) #40
    #15 (Chapter 7-8)
    #21 (Chapter 3)

19. How can I teach large classes effectively?
    #25 (Chapters 19-22) #35
    #28 (Chapter 1) #37

20. How can I teach small classes effectively?
    # 6 (Chapter 4)
    #28 (Chapter 3)

21. How can I deal effectively with markedly heterogenous classes (varying in intelligence, knowledge, sex and cultural background)?
    # 5
    #22 (Chapter 1)
    #23 (Chapter 3)
    #25 (Chapter 25)
    #41

22. How can I use student or colleague evaluations to improve my teaching?
    #11 (Chapter 9) #25 (Chapter 30)
    #17 (Chapter 8) #34
    #18 #38
    #20 (Chapter 5 & 6)

II. Bibliography of Key Library Resources

1. Altman, Howard B. "Syllabus Shares What the Teacher Wants," The Teaching Professor, v. 3, no. 5, May, 1989. 2 pgs. (Published by Magna Publications, Inc., 2718 Dryden Drive, Madison, WI 53704)

   Outlines a model syllabus.

2. The Art and Craft of Teaching. Edited by Margaret Morganroth Gullette. Cambridge, Mass: Distributed for the Harvard-Danforth Center for Teaching and Learning, Faculty of Arts and Sciences, Harvard University by Harvard University Press, 1984.

   This practical, concise guide, developed for the faculty seminars of The Harvard-Danforth Center for Teaching and Learning, is loaded with insights, solutions and strategies for beginning or seasoned college teachers. Described as a "must" book and a pleasure to read by reviewers.

3. Assessing Students' Learning. James H. McMillan, Editor. San Francisco: Jossey-Bass, 1988.

   Views assessment as integral to effective teaching-learning processes and presents new assessment ideas and strategies based on recent research and experience.

4. Bateman, Walter L. Open to Question: The Art of Teaching and Learning by Inquiry. San Francisco: Jossey-Bass, 1990.

   This very readable guide to active student learning answers the questions: Why teach by inquiry?, How can I teach by inquiry?, How can I start?

5. Belenky, Mary Field, Clinchy, B., Gredberger, N., and Tarule, J. Women's Ways of Knowing. NY: Basic Books, 1986.

   Points out that teaching strategies and evaluation methods are seldom examined to determine compatibility with learning styles common to women. Describes five different perspectives from which women view reality and draw conclusions about truth and knowledge. Shows how teaching commonly promotes as well as hinders women's development.

6. Brown, George and Atkins, Madeleine. Effective Teaching in Higher Education. London; New York: Methuen, 1988 c.1987.

Each chapter outlines recent research and sets forth practical ideas. Includes chapters on effective laboratory teaching, supervision of student research and strategies for helping students learn.

7. Buxton, Thomas H. Excellence in University Teaching; New Essays. Columbia; University of South Carolina Press, 1975.

Twenty-five essays written by authors selected from a list of teachers of recognized excellence named by some 300 college or university presidents.

8. The Changing College Classroom. Philip Runkel, Roger Harrison and Margaret Runkel, editors. San Francisco, Jossey-Bass, 1969.

Thoughtful and useful essays by several dozen faculty who share the best of their teaching experience.

9. The Changing Face of College Teaching. Marilla D. Svinicki, editor. San Francisco: Jossey-Bass, 1990.

The authors were charged with extracting the best from an array of recent teaching innovations which actively involve students in learning. Each contributor provides a teaching/learning model and discusses its practical application.

10. Coping with Faculty Stress. Peter Seldin, editor. San Francisco: Jossey-Bass, Inc., 1987.

Identifies causes of faculty stress and offers ways to cope, not by escaping, but by channeling and controlling personal responses to inevitable stress producing aspects of academic life.

11. The Department Chairperson's Role in Enhancing College Teaching. Ann F. Lucas, editor. San Francisco; Jossey-Bass, 1989.

Argues that academic department chairpersons are the key to enhancing the quality of teaching. Provides practical understandings, workable strategies and identifies the resources required to carry out this role.

12. Diamond, Robert M. Designing and Improving Courses and Curricula in Higher Education: A Systematic Approach. San Francisco: Jossey-Bass, 1989.

Sets forth a model for course and curricular change and illustrates in a step by step fashion with case studies from varied disciplines.

13. Eble, Kenneth Eugene. The aims of college teaching. San Francisco: Jossey Bass, 1983.

Focuses more on what one is than what one does as a teacher, deals with the importance and development of a teaching style and the "inescapable place of person in teaching." Sets forth his seven deadly sins of teaching.

14. Eble, Kenneth Eugene. The Craft of Teaching: A Guide to Mastering the Professor's Art. San Francisco: Jossey-Bass, 1988.

Eble is a longtime professor of English and one of the best known consultants on teaching and faculty development. This book analyzes the acts of teaching giving detailed attention to modes of instruction and "the practical problems and predictable crisis" of day-to-day teaching which he calls the "grubby stuff and dirty work" of classroom instruction.

15. Ericksen, Stanford C. The Essence of Good Teaching. San Francisco: Jossey-Bass, 1984.

Aims to provide insight into the underlying constancies and conceptual underpinnings required for good teaching. Author is longtime professor of psychology with twenty years at the University of Michigan's Center for Research on Learning and Teaching.

16. Fulwiler, Toby. Teaching With Writing. Upper Montclair, N.J.: Boynton/Cook Publishers, 1987.

Emphasizes the importance of writing as central to effective teaching in the disciplines. Offers practical ideas for using writing to improve learning in various content areas.

17. Fuhrmann, Barbara Schneider. A Practical Handbook for College Teachers. Boston: Little, Brown, c1983.

Goes beyond theory to practical applications, aiming to provide "a fresh approach to concerns college teachers face . . .."

18. Helling, Barbara B. "Looking for Good Teaching: A Guide to Peer Observation" Journal of Staff, Program and

Organization Development. VI (Winter, 1988), pp 147 - 158.

Describes a method of peer observation which is directed toward teaching improvement.

19. Holmes, Sandra K. "New Faculty Mentoring: Benefits to the Mentor" Journal of Staff, Program and Organization Development VI (Spring, 1988) 17 - 20.

Describes some of the results of the faculty mentoring program at the University of Wisconsin -- Stevens Point.

20. How Administrators Can Improve Teaching: Moving from Talk to Action in Higher Education. Peter Seldin & Associates. San Francisco: Jossey-Bass, 1990.

Nationally prominent educators distill the research literature and their own personal experience in specific, practical strategies and recommendations for teaching improvement. Useful for all administrators, including academic department chairs.

21. Katz, Joseph and Henry, Mildred. Turning Professors into Teachers: A New Approach to Faculty Development and Student Learning. New York: American Council on Education: MacMillan, 1988.

Based on visits to hundreds of classrooms to observe how teachers teach and students learn, this book clarifies what needs to be done to enliven undergraduate classrooms and effectively promote student learning.

22. Learning, Cognition, and College Teaching. Wilbert J. McKeachie, Guest Editor. San Francisco: Jossey-Bass, 1980.

Articles review recent research in cognitive psychology relevant to college teaching with the aim of stimulating new ways of thinking about teaching and learning.

23. Lowman, Joseph. Mastering the Techniques of Teaching. San Francisco: Jossey-Bass, 1984.

The author proposes a model of effective college teaching. Within this framework, he provides new insights into traditional aspects of teaching based on his years of college teaching experience and observation and interviewing of master teachers at schools in New England and the Southeast.

24. Mager, Robert F. Preparing Instructional Objectives. 2d edition. Belmont, California: Lake Publishing Company, 1984.

25. McKeachie, Wilbert James. Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Mass.: D.C. Heath, c1986.

This eighth edition of a highly acclaimed guide provides practical answers to classroom problems as well as reporting relevant research funding from the fields of cognitive and instructional psychology.

26. Milton, Ohmer; Howard Pollio and James Eison. Making Sense of College Grades. San Francisco: Jossey-Bass, 1986.

Grades are central to student learning the authors argue, because they explicitly determine how and what students learn. They "unpack" the assumptions underlying grades and grading, these "unidimensional symbols into which complex and multidimensional judgements are compressed," and show that the results of these seemingly innocent letters have enormous and often abusive impact.

27. A New Vitality in General Education: Planning, Teaching, and Supporting Effective Liberal Learning. Task Group on General Education, Joseph Katz, and others. Washington, D.C.: Association of American Colleges, 1988.

28. Newble, David. A Handbook for Teachers in Universities & Colleges: A guide to Improving Teaching Methods. New York: St. Martin's Press, 1989.

Detailed information about traditional and innovative techniques, and tips to make teaching more effective and enjoyable.

29. On College Teaching: A Guide to Contemporary Practices. Ohmer Milton and Associates. San Francisco: Jossey-Bass, 1978.

Chapters by expert teachers from a variety of disciplines portray approaches they find useful in college teaching.

30. Povlacs, Joyce T. "101 Things You Can Do The First Three Weeks of Class." Reprinted in Ball State University, Center for Teaching and Learning CTL Idea Paper. No. 2, Fall 1987, originally issed by The Teaching and Learning Center, University of Nebraska-Lincoln.

31. Scholars Who Teach: The Art of College Teaching. Steven M. Cahn, editor. Chicago: Nelson-Hall, 1978.

Contributors recognized as excellent, master teachers write about their work, provoking the reader to think seriously abut his own teaching approach (covers history, English, mathematics, science, social science, foreign languages, and music).

32. Scholl-Buchwald, Stephen. "The First Meeting of The Class" in Teaching as Though Students Mattered. J. Katz, editor. San Francisco: Jossey-Bass, 1985.

Discusses measures to initiate a climate of trust that establishes a basis for both students and teachers to engage in collaborative learning.

33. Sherman, Thomas M., et al. "The Quest For Excellence in University Teaching." Journal of Higher Education. Vol 48 (Jan/Feb 1987) pp. 66 - 84

Examines the literature on excellence in college teaching and defines the characteristics associated with teaching excellence.

34. Student Ratings of Instruction: Issues for Improving Practice. Michael Theall and Jennifer Franklin, editors. San Francisco: Jossey-Bass, 1990.

Concerned with the process of collecting, reporting, interpreting and using student ratings. Focuses on the validity and reliability of the use of this evaluative data by faculty and administrators.

35. Taming the Pedagogical Monster: A Handbook for Large Class Instructors. 3rd edition. Karron G. Lewis, compiler. Austin, Texas: Center for Teaching Effectiveness, 1990.

While suggestions are directed to the teacher of large classes, many are applicable to college teaching generally.

36. Taxonomy of Educational Objectives: The Classification of Educational Goals. NY: David McKay, 1956.

This classification of educational goals, covering both the cognitive and affective domains, enables the instructor to think more precisely about the teaching/learning process, to plan learning experiences that will achieve desired outcomes and to evaluate these outcomes more precisely.

37. Teaching Large Classes Well. Maryellen Gleason Weimer, editor. San Francisco: Jossey-Bass, 1987.

With larger classes seemingly on the rise, this is the best practical compendium of advice on teaching and learning in large classes. It should, says the editor, be handed out by department chairs along with all teaching assignments for large classes.

38. Techniques for Evaluating and Improving Instruction, Lawrence M. Aleamoni, Editor. San Francisco: Jossey-Bass, 1987.

Offers practical approaches and techniques for instructional improvement and instructional evaluation.

39. Using Research to Improve Teaching. Janet G. Donald, Arthur M. Sullivan, editors. San Francisco: Jossey-Bass, 1985.

The authors, highly recognized by their students and colleagues as outstanding teachers and researchers, bring these abilities and research findings to the problems of evaluating and improving teaching.

40. Wilson, Robert Charles. College Professors and their impact on students. New York: Wiley, 1975.

Two research studies provide the basis for discussions of the characteristics of effective teachers, qualities of potent faculty-student relationships, and factors associated with the intellectual development of students.

41. Zemke, Ron and Susan Zemke. "Thirty Things We Know for Sure About Adult Learning." Training. XXV (July, 1988), pp. 57-61.

Summarizes the body of knowledge related to adult learners, designing curricula for adults and working with adults in the classroom.

III Finding Additional Books and Journal Articles

Indexes

Current Index to Journals in Education
see Heading "College Instruction"

Education Index
see Headings
"College & Universities -- Teaching"
"College & Universities -- Teaching Methods"

ERIC Resources in Education
see Heading "College Instruction"

(Also, ERIC on CD) Covers research and report literature.

Higher Education Abstracts
see Heading "Learning & Teaching"

Selected Journals Pertinent to University Teaching

Change: The Magazine of Higher Education:

Includes articles on pedagogical methods.

College Teaching

Articles giving practical advice on college and university teaching, often focusing on new approaches to perennial teaching problems.

Research in Higher Education

Generally presents research on broad questions in higher education, occasionally treating teaching/learning issues.

On Teaching and Learning: The Journal of the Harvard-Danforth Center

Articles on pedagogical practice and on research that has implications for teaching.

Books

Consult the library catalog under the subject headings:

College Teaching
College Teachers

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